



## Dacusville Elementary

2671 Earls Bridge Rd.  
Easley, SC 29640

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	644 Students	
<b>Principal</b>	Michael W. Fleming	864-859-7429
<b>Superintendent</b>	Dr. Henry Hunt	864-855-8150
<b>Board Chair</b>	Jim Shelton	864-836-8465

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Average
2005	Good	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

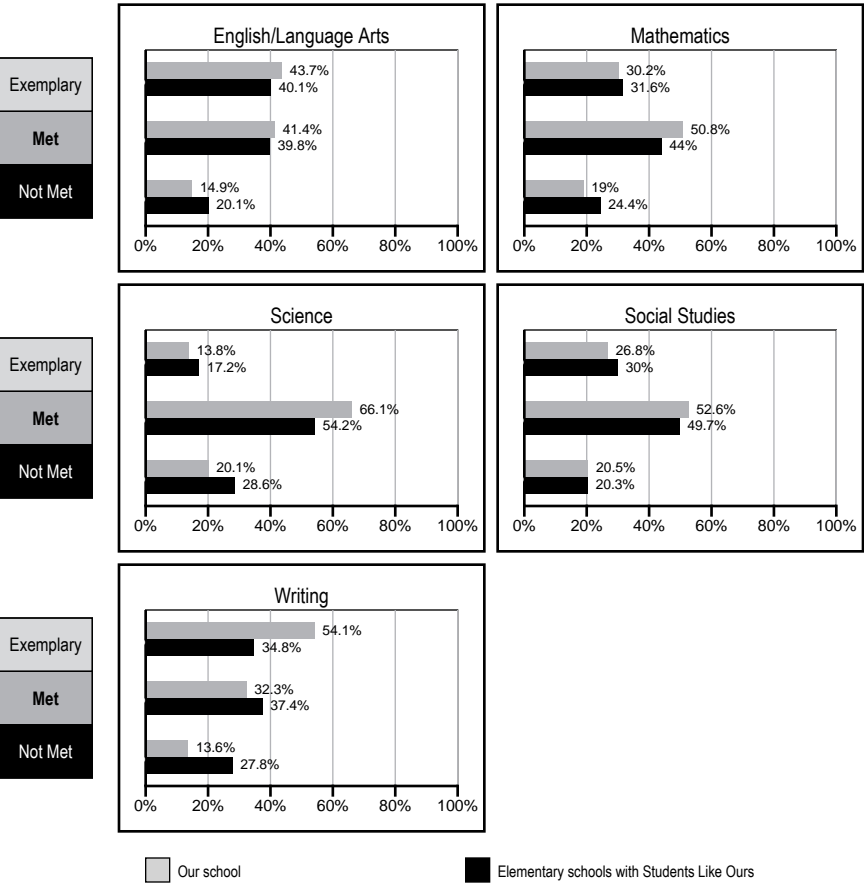
99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	27	49	2	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=644)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.2%	Down from 6.4%	2.0%	1.9%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	11.9%	Up from 10.5%	11.8%	10.0%
With disabilities other than speech	7.1%	Up from 5.5%	8.2%	7.7%
Older than usual for grade	0.4%	Down from 0.6%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	47.6%	Up from 47.5%	59.0%	59.4%
Continuing contract teachers	73.8%	Down from 82.5%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.3%	Down from 85.3%	88.0%	85.9%
Teacher attendance rate	94.7%	Down from 94.8%	95.3%	95.1%
Average teacher salary*	\$45,374	Up 0.8%	\$47,133	\$47,149
Professional development days/teacher	13.8 days	Up from 13.2 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.3 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 89.4%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,159	Up 9.8%	\$7,126	\$7,458
Percent of expenditures for instruction**	60.1%	No Change	68.9%	68.8%
Percent of expenditures for teacher salaries**	54.1%	Down from 55.2%	64.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Dacusville Elementary serves a large rural community located in the northeastern corner of Pickens County. The faculty of 46 members and staff of 33 members take pride in the educational opportunities and services we offer our 640 students and their parents. DES has an active PTO, volunteer program, and School Improvement Council. Their efforts further enhance our educational program. A school nurse, guidance counselor, and two Therapeutic Behavioral Services counselors work to meet needs and coordinate outside services for students and families in need of assistance.

Each grade level conducts parent workshops to assist parents in understanding the expectations of the grade-level curriculum and to offer suggestions to help assure academic success. Students participate in Accelerated Reader and Classworks.

Dacusville Elementary is proud to have three teachers who have earned National Board Certification. Two teachers are in the process of becoming nationally certified. A full time instructional coach is provided for ongoing, site-based staff development throughout the year. A full time technology resource teacher is provided to assist teachers with integrating technology into the curriculum.

Dacusville Elementary is a Red Carpet school and participates in various academic and enrichment programs such as: South Carolina Academy of Science Competitions, Superintendent's Writing Award, Governor's Citizenship Award, Chic-fil-A Character Core Essentials, Traveling Trash Bash, and the Pickens County Soil and Water Conservation District Essay/Poster contest. DES has a strong volunteer program and recorded the most volunteer hours in the district for the third straight year in 2007-2008.

Service opportunities were provided through participation in Hats for Health. DES faculty and staff participated in the Zest Quest faculty/staff challenge. Family movie nights, field days, honors and awards nights, kindergarten year-end celebrations, and fifth grade graduation all provided additional opportunities for parent involvement. An electronic message board is used to improve communication with parents and community.

Dacusville Elementary will continue to seek methods and means for preparing students for middle school and beyond. Our goal is to make DES a happy place where all are learning!

Michael W. Fleming, Principal  
Tracy Anderson, SIC chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	42	87	45
Percent satisfied with learning environment	100.0%	89.7%	91.1%
Percent satisfied with social and physical environment	92.9%	89.5%	88.9%
Percent satisfied with school-home relations	97.6%	88.5%	86.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	305	100	14.9	41.4	43.7	91.9	87.9	82.8	Yes	Yes
<b>Gender</b>										
Male	166	100	18.9	40.3	40.9	90.6	85.3	79.3	N/A	N/A
Female	139	100	10.3	42.6	47.1	93.4	90.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	289	100	14	42.3	43.7	92.8	89.1	89.5	Yes	Yes
African American	11	100	36.4	18.2	45.5	72.7	78.6	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	57.1	34.3	8.6	65.7	60.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	152	100	20.5	42.5	37	88.4	81.2	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	305	100	19	50.8	30.2	89.5	83.8	78.9	Yes	Yes
<b>Gender</b>										
Male	166	100	16.4	56.6	27	89.9	82.3	77	N/A	N/A
Female	139	100	22.1	44.1	33.8	89	85.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	289	100	19	50.9	30.1	89.6	85.6	87.2	Yes	Yes
African American	11	100	27.3	45.5	27.3	81.8	67.7	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.1	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	N/AV	N/AV	N/AV	62.9	52.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	152	100	24.7	54.8	20.5	86.3	75.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	198	100	20.1	66.1	13.8	79.9	76.8	67.5
<b>Gender</b>								
Male	106	100	16	68	16	84	76.3	67
Female	92	100	24.7	64	11.2	75.3	77.4	68
<b>Racial/Ethnic Group</b>								
White	188	100	20.1	65.9	14	79.9	79.2	79.5
African American	7	I/S	I/S	I/S	I/S	I/S	58.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.1	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	23	100	55	40	5	45	45	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	94	100	25.8	61.8	12.4	74.2	67.4	55.1

**Social Studies**

All Students	198	100	20.5	52.6	26.8	79.5	78.8	72.3
<b>Gender</b>								
Male	114	100	20.4	48.1	31.5	79.6	78.5	71.5
Female	84	100	20.7	58.5	20.7	79.3	79.2	73.2
<b>Racial/Ethnic Group</b>								
White	187	100	20.1	53.6	26.3	79.9	80	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	68.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.7	72.2
<b>Disability Status</b>								
Disabled	30	100	N/AV	N/AV	N/AV	55.6	49.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	101	100	26	51	22.9	74	69.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	305	98.4	12.4	32.8	54.8	87.6	78.9	70.2	96.3	96.5
Gender										
Male	167	97.6	18.1	36.8	45.2	81.9	72.2	63.2	96.4	96.4
Female	138	99.3	5.9	28.1	65.9	94.1	86.1	77.5	96.2	96.5
Racial/Ethnic Group										
White	289	98.6	11.6	33.5	54.9	88.4	80.6	79.1	96.3	96.4
African American	11	90.9	I/S	I/S	I/S	I/S	65.8	57.6	96.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	86.2	N/A	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	62.6	96.9	97
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.4	68.7	93.9	96.2
Disability Status										
Disabled	37	97.3	55.9	41.2	2.9	44.1	33.3	26.1	95.4	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.4	61.2	96.7	97.7
Socio-Economic Status										
Subsidized meals	147	98.6	15.1	36.7	48.2	84.9	67.9	58.9	95.8	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	119	100	17.8	27.1	55.1	82.2
	4	91	100	9.5	45.2	45.2	90.5
	5	95	100	16.1	55.9	28	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	119	100	26.3	39	34.7	73.7
	4	91	100	7.1	60.7	32.1	92.9
	5	95	100	20.4	57	22.6	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	27.1	49.2	23.7	72.9
	4	91	100	15.5	72.6	11.9	84.5
	5	47	100	19.6	76.1	4.3	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	59	100	6.8	52.5	40.7	93.2
	4	91	100	17.9	58.3	23.8	82.1
	5	48	100	42.6	42.6	14.9	57.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	119	98.3	13.9	24.3	61.7	86.1
	4	91	97.8	12	34.9	53	88
	5	95	99	10.9	41.3	47.8	89.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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